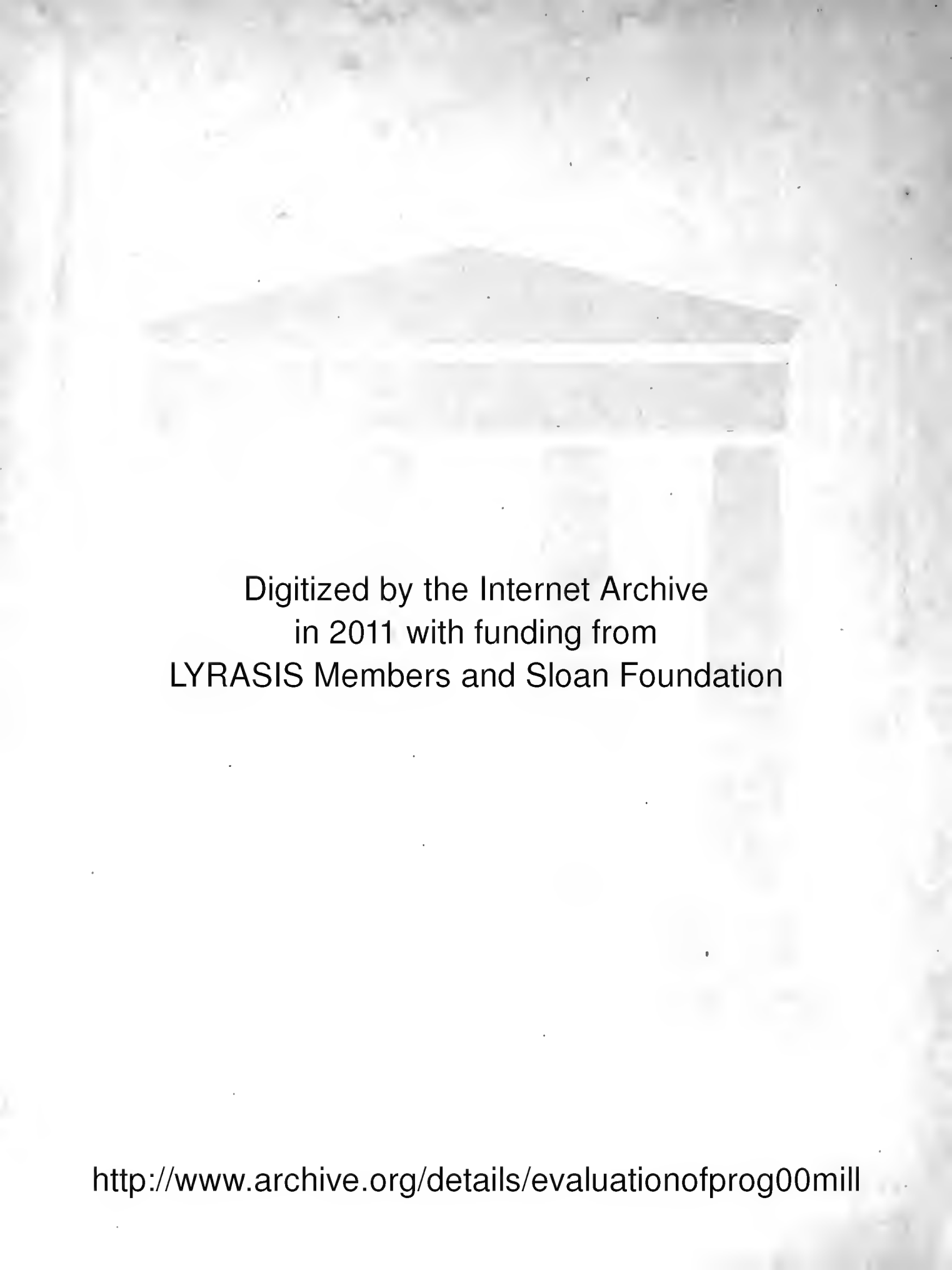


**AN EVALUATION OF THE PROGRAM
FOR THE
TEACHING OF EXCEPTIONAL CHILDREN
OF POLK COUNTY, FLORIDA**

MURRAY W. MILLS



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AN EVALUATION OF THE PROGRAM
FOR THE
TEACHING OF EXCEPTIONAL CHILDREN
OF POLK COUNTY, FLORIDA

MURRAY W. MILLS

Submitted in partial fulfillment of the
requirements for the degree of Master
of Arts in the Graduate School of
Florida Southern College

1949

AN EVALUATION OF THE PROGRAM
FOR THE
TEACHING OF READING TO CHILDREN
OF POLK COUNTY, FLORIDA

EDITH M. HARRIS

Submitted in partial fulfillment of the requirements for the degree of
Master of Education
in the Department of Education
of the University of Florida
August 1960

APPROVAL

Professor Edward L. Flemming, Advisor

Reader

Reader

Date submitted to the chairman
of the Graduate Committee

APPROVAL

Professor Edward L. Loomis, Director

Committee on the Study of the
History of the United States

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To Miss Sallie Vining, of Winter Haven, Florida, and Boston, Massachusetts, grateful appreciation for the reading and correction of the outline of the thesis.

To Miss Lois Godbey, and mother, of Bartow, Florida, thanks and warm appreciation is extended for their careful correction and revision of the entire manuscript.

Thanks is also extended to Miss Doris Brownell, now assistant Professor of education at Florida State University for her inspiration and assistance in securing material for the study.

Much appreciation is also extended to the writer's advisor, Professor Edward Lee Flemming, of Florida Southern College, whose patience and earnest assistance was so valuable in completing this study.

The writer also wishes to extend thanks to any and all other persons who gave aid and assistance in the research for the study.

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outline and for her careful correction and revision of the
entire manuscript.

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now Assistant Professor of Education at Florida State
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persons, whose names are given in the list of references
for their assistance in securing material for the study.
The writer has chosen to extend thanks to all
of other persons who have in any way assisted in the
research for the study.

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
I	SETTING THE PROBLEM.	1
	The Problem	1
	General Statement.	1
	Specific Problem	1
	Definition of Terms.	3
	Scope of the Problem	3
	Basic Hypothesis.	4
	Need for the Study.	5
	Incidence of the Problem.	6
	Related Literature.	9
II	ORGANIZATION OF POLK COUNTY'S PROGRAM OF SPECIAL EDUCATION.	12
III	SIGNIFICANCE OF SOCIO-ECONOMIC AND ENVIRONMENTAL CONDITIONS.	14
IV	NECESSARY EVALUATION	18
V	VALUE OF THE TESTING PROGRAM FOR EXCEPTIONAL CHILDREN.	21
VI	VALUE OF HEALTH PROGRAM FOR EXCEPTIONAL CHILDREN.	23
VII	VALUE OF SPECIAL CLASSES	27
VIII	EVALUATION OF PROGRAM FOR EXCEPTIONAL CHILDREN AS DETERMINED BY INTERVIEWS. . .	29

TABLE OF CONTENTS

Page	Chapter
I	I
1	SETTING THE PROBLEM
1	The Problem
1	General Statement
1	Specific Problem
1	Definition of Terms
1	Scope of the Problem
1	Basic Hypotheses
1	Need for the Study
1	Incidence of the Problem
1	Related Literature
1	II
1	OPERATION OF THE PROBLEM
1	III
1	IV
1	V
1	VI
1	VII
1	VIII
1	IX
1	X
1	XI
1	XII

<u>Chapter</u>		<u>Page</u>
IX	REPORTS OF QUESTIONNAIRES TO TEACHERS OF SPECIAL CLASSES.	34
	Health	34
	Physical Education	34
	Reading Ability.	35
	Number Ability	35
	Attention.	35
	Effort	36
	Ability to Follow Directions	36
	Arts and Crafts.	36
	Handwriting	37
	Speech	37
	Ability to Select Activity	38
	Personal Appearance.	38
	Social Attitudes	38
	Conclusions	39
X	RECOMMENDATIONS FOR EXPANSION OF THE PROGRAM	41
	Community Problems	44
	Education Preferred to Penal Institution	44
	Summary of Recommendations	45
XI	SUMMARY OF CHAPTERS	47
	BIBLIOGRAPHY.	52
	APPENDIX	54

34	REPORTS OF QUESTIONNAIRES TO TEACHERS OF SPECIAL CLASSES	IX
34	Health	
35	Physical Education	
35	Reading Ability	
35	Number Ability	
35	Attention	
36	Effort	
36	Ability to Follow Directions	
36	Rate and Grade	
37	Handwriting	
37	Speech	
38	Ability to Detect Faults	
38	Personal Appearance	
38	Social Relations	
38	Conduct	
41	REPORTS OF TEACHERS OF GENERAL CLASSES	X
41	General Conditions	
41	Education Prepared to Accept Instruction	
42	Quality of Instruction	
48	STUDENTS OF THE SCHOOL	I
50	BIBLIOGRAPHY	
50	APPENDIX	

CHAPTER I

SETTING THE PROBLEM

The Problem

General Statement

The purpose of this study is to evaluate the program, as it now functions, in the teaching of exceptional children of Polk County, Florida. It will explore some socio-economic conditions of schools, homes and communities, which seem to be contributing causes to the need for the program.¹

The study will examine some results of the program after its first year of operation and attempt to determine how well the objectives are being met.

At a time when there is a desire on the part of the tax paying public to weigh all educational programs on the scales of economic values, an examination of the environmental values is in order.²

Specific Problem

What methods and materials need to be used in the Public Schools of Polk County, in order to assure the exceptional

-
1. State Department of Education, Bulletin 9, A Guide to Improved Practice in Florida Elementary Schools.
 2. Paul H. Landis, "The Dollar Value of Education," Journal of the National Education Association (May, 1949) pp. 366-367.

CHAPTER I

SETTING THE PROBLEM

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The study will examine some results of the program

after the first year of operation and attempt to determine how well the objectives are being met.

At a time when there is a feeling of the part of the public that the program is not doing its job, it is necessary to have an evaluation of the program and of economic values, an examination of the situation and a plan for improvement.

Specific Problem

First methods and materials need to be used in the schools of Polk County, in order to secure the exceptional

1. State Department of Education, "Guide to the Revised Practice in Public Elementary Schools."

2. Paul H. Landis, "The College Year at Washington," Journal of the National Education Association (1917), 1: 1-100.

child an education commensurate with his abilities and potentialities? The foundations of Democracy suggest equal opportunity for all in education as well as in other areas.³ At the present time there is a difficult goal, though surely no more difficult than other demands made by the public on the educational systems of the nation.

The schools of Florida, especially those of Polk County, enroll many children who are rated "exceptional," because of a deadening home environment. Some causes probably are: poor nutrition, dearth of medical attention, and in some cases hereditary mental deficiencies.

Also, because of accidents, diseases, birth injuries, poor pre-natal and post-natal care, there are enrolled children who are unable either physically or mentally to profit from instruction as it is given in the ordinary classroom situation.

A functional program, together with the proper materials of instruction, in order to comply with Florida's compulsory school attendance law, has become a pressing problem.

The teacher in the classroom containing thirty or in many cases forty-five children knows that very little, if anything can be done for the child who rates seventy or lower on the I. Q. test, and who at the end of the fourth grade, has

3. Arch O. Heck, Education of Exceptional Children, p. 12.

child an education commensurate with his abilities and

potentialities? The foundation of Democracy suggests equal

opportunity for all in education as well as in other spheres.

At the present time there is a difficult goal, though surely

no more difficult than other demands made by the public on

the educational systems of the Nation.

The schools of Florida, especially those of Volusia County,

enroll many children who are rated "retarded," because of

a degrading home environment. Some cases probably are: poor

nutrition, dearth of medical attention, and in some cases

hereditary mental defectiveness.

Also, because of accidents, glass cuts, third degree

poor pre-natal and post-natal care, there are enrolled children

born who are mental or other physically or mentally defective

from infection or it is given at the beginning of school

situation.

A financial program, together with the proper inter-

ests of instruction, in order to comply with Federal and state

school attendance laws, has become a serious problem.

The teacher in the classroom does not think of in

many cases forty-five children know that they are little, in

anything can be done for the child who never receives an answer

on the "I" test. And who at the end of the fourth grade, has

A. Lloyd G. Wood, Education in Volusia County, Florida.

not yet learned to read. Since participation in almost any activity, except physical education, is impossible for this child, and since his teacher can do little to help him, he quickly becomes a serious problem. He is maladjusted and frustrated; he feels that his environment is unfriendly, and that failure is inevitable. As a result, habits of truancy sometimes develop, and in many cases the attendance officer has another problem to solve, and eventually the Juvenile Court has another youthful offender on its records.

Definition of Terms

The Exceptional Child: for the purpose of this study, this term shall be interpreted to mean a child who is taken out or left out of his normal group. Specifically it shall refer to children who are on the exceptionally negative side.

Scope of the Problem

The study was made of the program and of the children now enrolled in classes for the exceptional children in Polk County. These classes have been in operation for one year. Consideration was given to evidences of improvement in attitudes, personal appearance, health, responsibility for self, social adjustment, citizenship, academic work, arts and crafts, and participation in group activities.

Recognition was given to the help extended to the homes through the education of these children in the special classes.

The morale of the parents already seems much improved as the children show progress in their work, and a feeling of security is experienced when they see the possibility that their child will be able to make his contribution to life in a Democratic society.

Those teachers and supervisors of the educational program, who are eager for improved liaison between the home and the school, should not fail to note that education finds an enthusiastic public relations agent in the parent whose child is able to make some progress in a special class after experiencing repeated failure for several years.

No less important is the happiness and mental uplift of the children themselves, when at last the stigma of failure has been removed and they are able to make progress, once the work has been geared to their mental speed in the special classes. Some of the children are experiencing their first success this year in the special classes and are very enthusiastic about their own progress.

Basic Hypothesis

It is believed that when data are organized and presented, it will reveal a possible correction of the difficulties now encountered in educating the exceptional children in the public schools.

Since the program is known to be a benefit to society in its present form, it should be of more worth in the near future, when preventive measures are incorporated into the work.

will be able to make his contribution to make the Democratic
 society.

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 The morale of the parents already seems much improved as the

Those teachers and supervisors of the educational program, who are engaged in the educational program, should not fail to note that educational work in the school should be done in the spirit of the educational program, which is the basis of the educational program. It is able to make some progress in a special way, and it is able to make some progress in a special way.

To the Board of Directors of the American Telephone and Telegraph Company
 New York, New York
 Dear Sirs:
 I have the honor to acknowledge the receipt of your letter of the 10th inst.
 regarding the proposed extension of the contract for the purchase of
 additional shares of the American Telephone and Telegraph Company
 common stock, and in reply to inform you that the same has been
 referred to the Board of Directors for their consideration.
 Very respectfully,
 J. Edgar Hoover, Secretary

סיכום תוכן העניינים

It is well known that the
 non-availability of the
 documents is a serious
 obstacle to the
 investigation.

1. The first of these is the fact that the Commission has not yet received any information from the Government of the United Kingdom regarding the progress of its investigation into the alleged activities of the British Security Establishment in the United States.

Need for the Study

As in all new programs there is a necessity for a careful study of aims and objectives so that an accurate picture of what the program is expected to accomplish can be presented to the public.

A survey of the group which the program is expected to serve, will disclose that those who do not profit by the work, should be placed in a state school. This will enable the special teachers to instruct more efficiently those who can be expected to profit from the program.

Chronological age groups should be considered. At present in Polk County the policy is to wait until the child has been in school for several years, thus proving that ordinary classroom teaching is of no benefit to him, before he is placed in a special group. It should be carefully considered whether it would be more advantageous to make placement at the end of the first year in school, or whenever the Detroit Test (now used in the first grade) shows the child to be of low I. Q. It is not extremely difficult, in most cases, to distinguish those children who need special attention.

Leading authorities in the field of special education believe that exceptional children can learn academic work, provided it is presented slowly enough and at a level sufficiently elementary for the child's mental age.⁴ Many children do not learn to read until they are twelve years of age.

4. Ibid., p. 343.

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Leading authorities in the field of special education believe that exceptional children can learn as well as normal children if it is presented properly and in a logical and interesting manner for the child's mental age. They believe that children learn to read until they are three years of age.

Other educators believe that the teaching of arts and crafts, tool work, hand work, and shop, together with right habits and attitudes is the proper method of educating these exceptional children.⁵ There are others who would develop whatever single skill the individual happens to possess along one certain line and to attempt nothing else in the way of education.

The program needs evaluation and examination against the known fact that more can be accomplished where interest and effort are hand in hand, and where all persons interested in a project let their interest be known. The extent to which this can be accomplished will determine the growth and status of a project more than any other known factor.

Incidence of the Problem

In the autumn of 1944, the writer returned to the school room as a classroom teacher, after an absence of ten years. It was with amazement that the same problems confronting the classroom teacher, concerning exceptional children were again encountered. The only new method noted was, "Social Promotion," instead of "Failure," or "Retained in same grade," placed on report cards. The above method solved no problem but created other and more pressing difficulties.

The classroom to which the writer returned contained forty

5. Ibid., pp. 350-352.

boys and girls in two grades; among these were at least five exceptional children. Three were mentally retarded, one child had a difficult reading problem, and the other was mal-adjusted socially.

In desperation, the principal was consulted when the problem became more difficult. She was new in the State of Florida and also in the school, and was unable to suggest anything that seemed a reasonable, workable plan to help either the children or the teacher. All authorities to which the problem was referred agreed that there were no provisions at that time for the exceptional group, but promised to bring the matter to the attention of the proper authorities.

The first of the next year the writer was asked to fill the vacancy left in the school by the sudden resignation of the principal. The problem of the exceptionals was still there, and the exceptional children had increased in numbers. Teachers were voicing the opinion that the normal children were being retarded by the association with the exceptionals.

At the close of the session, one teacher refused to sign her contract to return unless there was a promise that the trouble-makers would be removed. The writer was a teaching-principal, and the only solution to the problem seemed to be placing the exceptionals in the principal's own classroom, giving them some construction materials, picture books, easy reading material, and all attention possible.

boys and girls in two grades; among these were at least five exceptional children. Three were mentally retarded, one child had a difficult reading problem, and the others were well-adjusted socially.

In December, the principal was contacted. When the problem became more difficult, she was now in the state of Florida and also in the school, and was unable to answer anything that seemed a reasonable, workable plan to help either the children or the teacher. All authorities to which the problem was referred agreed that there were no real solutions at that time. The exceptional group, but promised to bring the matter to the attention of the proper authorities.

The first of the next year the writer was asked to visit the vacancy left in the school by the death of a child in the principal. The problem of the exceptional child was still there, and the exceptional child was still there. The writer was asked to visit the vacancy left in the school by the death of a child in the principal. The problem of the exceptional child was still there, and the exceptional child was still there.

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It was at this point that real interest supplanted annoyance with the problem. It was evident that when pressure to achieve was removed, or that a feeling of competition no longer existed, and when the children were allowed to color, construct, look at picture books, and do some easy reading from colorfully illustrated children's story books, they became a better adjusted group. They began to enjoy school. No one expected them to learn anything, but several made some progress. They could learn if they were not expected to progress beyond their mental capacity. The amazing incidence was that three gained two years in reading as revealed by The Stanford Achievement Test.

Some help was forthcoming, for at this time the County Board of Education secured the services of a psychologist, and seriously maladjusted cases could be referred to that agency.

It has been with deep interest that the writer has followed the work of a related type which has been done in Polk County and surrounding counties in the last three years. Progress has been slow, it is true, but the thinking of educators and lay groups alike has been centered on the exceptional child's welfare.

At the close of the school session of 1947-1948, the writer was asked to teach a low section, which developed into an exceptional group. This group was made up of children of low I.Q. taken from the third, fourth and fifth grades. Speech difficulties, eye difficulties, and problems of malnutrition

It was at this point that real interest was manifested
in the group. It was evident that when the
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three gained two years in reading as revealed by the Stanford
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Some help was forthcoming, for at the time the
Board of Education secured the services of a psychologist,
and also had one of the best psychologists in the city.
It has been said that the children had followed
the work of a well known psychologist for some time,
and consequently, in the last three years, the children
been slow, at the time, but the thinking of education and
groups which has been one of the outstanding characteristics
of the school.

At the close of the school session of 1934-1935, the
writer was asked to teach a new section, to be developed into
an exceptional group. This group was made up of children of
low I.Q. taken from the third, fourth and fifth grades. These
children, the writer, and the writer's wife, were

complicated the work. Emotional blocks and reading disabilities completed the picture of the group.

Guidance courses and college work at the graduate level concerning the exceptional child have now given the study an added incentive, and the fact that other states long ago established methods of caring for the exceptional child in their schools gives prestige to the study.

Related Literature

A preliminary search has revealed much information, both in scientific and non scientific literature, in the fields relative to this subject. The above information is drawn from many sources. Books, magazines and professional reports have been read for materials.

The subject is new only in its relation to education, for the diseased, the crippled, the deaf, dumb and blind and their treatment has been a question that has been discussed since ancient times.

Egyptian, Roman and Greek civilizations, according to historical reports, destroyed their evident defectives, and also the very delicate, at birth; or, if they did not actually destroy them, they were exposed on mountain sides or other exposed places, or in isolated spots, where as usual, nature pursued its certain and cruel course.

This practice in Sparta was supposed to produce perfect soldiers of the perfect children who were allowed to grow up.

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The subject is not only in the field of education but also in the

theoretical, the empirical, the social, the psychological, the

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However, when the Spartans came into contact with the outside world, they abandoned the practice. A similar arbitrary plan suggested in Plato's Republic was intended to build up a ruling class.⁶

In Sociological references, and among the Sociologists, alarm seems to be felt because of two conditions: preventive medicine coupled with modern, scientific discoveries which are saving so many defectives, and the decreasing birth rate among the intelligent, but higher rate among the less intellectual.⁷

The Economist, no doubt, will agree with the Biologist and the Sociologist. There is much literature in the field of economics pertinent to this subject. True, the economist is concerned with the standard of living, and in most cases, with the welfare of those who must live all their life in poverty.

The Scientists and medical specialists are seemingly optimistic. Very little alarm is sounded from their world. Doctors continue to perform what in ancient times would have been called miracles. This is done that the crippled may walk and that the blind may see. Medicine and science as a

6. Franklin A. Shull, Heredity, p. 374.

7. Barney J. Ross, New Age Sociology, p. 529.

plan suggested in Wato's Republic was intended to build up a ruling class.

among the intellectual, but higher type, were the less intel-
lible, and the less intelligent, and the less intelligent
medicine coupled with modern, scientific knowledge. It is
alarm seems to be felt because of the conditions: primitive
In sociological references, and among the biologists,

overly.

with the view of showing us the way to a better life.

in connection with the study of history; and in fact, we are

of economic problems as well as subjects. In fact, the economist

and the socialist. There is much more to be said about this

The Economist, no doubt, will agree that the socialist

testament.

The following are the names of the persons who have been identified as having been in contact with the subject during the period of the investigation.

1. The first of these is the fact that the
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4. fourth of these is the fact that the
5. fifth of these is the fact that the

team have learned much about the cause of feeble-mindedness and mental deficiency, and in some seemingly hopeless cases have been able to correct much of the difficulty. Glandular disfunction is gradually being understood and treated in order to restore individuals both physically and mentally.⁸

A large body of related literature is found in the field of psychology. This closely allied field has given the world its greatest knowledge concerning the workings of the human mind.

The Psychologists, men who experimented in the science of human behavior, withheld no knowledge or concealed no discoveries which could possibly benefit human destiny. Before the invention of suitable instruments for testing, it was not possible to discover how serious the mental defect of a subject might be or if he were normal; however, since the advent of intelligence tests, this is no longer true.

8. Madeline Wood, "Can Medicine Make You Smarter?" Coronet, (November, 1947) pp. 3-7.

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8. H. H. Wood, "The Psychology of the Feeble-Minded," (New York, 1907), p. 1.

CHAPTER II

ORGANIZATION OF POLK COUNTY'S PROGRAM OF SPECIAL EDUCATION

During the post session of the school year 1947-48, the school administrators and the interested teachers of Polk County met to discuss and organize a program of special education for the exceptional children of Polk County.

Keeping in mind the Florida State Department of Education's definition of the exceptional child,

"An exceptional child shall mean any educable child or youth who deviates from the normal child physically, intellectually, socially or emotionally to such a degree that specialized or additional services are recommended as essential to provide an adequate educational program for him."¹

Plans were made to test and screen the children who were potential candidates for such classes. Although some screening was done during August, 1948, most of the testing was accomplished after the school session had begun.

Careful study was made of school records. Observations by teachers and previous results of I.Q.'s were discovered to be the most satisfactory ways of screening. By the use of these methods a number of children were found who were thought to be in need of special education.

1. State Department of Education, Regulations Relating to the Education of Exceptional Children, December, 1948.

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"An exceptional child shall mean any susceptible child or youth who deviates from the normal child physically, intellectually, socially or emotionally to such a degree that specialized or additional services are recommended or essential to provide an adequate educational program for him."

Plans were made to test and screen the children for potential capabilities for each of these. Little progress was made in this work during the year 1947-48, but the testing was accomplished during the school year 1948-49.

Special study was made of the school records. It was found by reference and by visits to the schools that the records of the school authorities were not satisfactory. It was found that there existed a number of children who should have been placed in one of the schools of special education.

1. State Department of Education, Department of Special Education of Exceptional Children, 1947-48.

During the third week in September, 1948, Administrators and teachers met to consider the results of the study. At this meeting a plan of work was agreed upon and details explained.

Each child who had been tested and whose I. Q. fell below seventy-five, was a candidate for the special class. The children were examined by consulting psychologists² from Florida State University, who recommended placement in special classes, provided the same results were evidenced by the special test.

The following week the results of the tests were submitted to the teachers. As a result of the study, ten classes were organized in different communities. About one hundred fifty children were enrolled and the classes were placed under the direction of a supervisor and ten teachers.

An important factor in the organization of the program was that its urgent need was felt by the authorities in charge of the schools of the county. The classroom teachers were grateful for help with their problems, and the teachers of the exceptional children were also grateful for an opportunity to help the children who were in need of special education.

2. Doctor Andrew Sweetland and Bernard Sheplar, Consulting Psychologists, Florida State University, Tallahassee, Florida.

During the third week in September, 1946, Administrators

and teachers met to consider the results of the study. At
this meeting a plan of work was agreed upon and details ex-

plained.

Each child who had been tested and whose I. Q. fell below
seventy-five, was a candidate for the special class. The chil-

dren were examined by consulting psychologists from Florida
State University, who recommended placement in special classes,
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to the teachers. As a result of the study, ten classes were

organized in different communities. About one hundred fifty

children were enrolled and the classes are placed under the

direction of a supervisor and ten teachers.

An important factor in the organization of the program

was that the program need was felt by the community in which

it was organized. The I. Q. scores of the children were

not used to help them, but to help them. The results of the

exceptional children were also used to help them.

To help the children who were in need of special help.

L. Gordon, Director, Florida State University, Tallahassee, Florida.
Psychologists, Florida State University, Tallahassee, Florida.

CHAPTER III

SIGNIFICANCE OF SOCIO-ECONOMIC AND ENVIRONMENTAL CONDITIONS

Polk County, located in central Florida is a large physical unit of government. Its varied industries produce a diversified type of economy. In this county, the wealthiest agricultural county in the United States, and one of the largest in area in Florida, is found the contrast in economic conditions typical of the State.

"The children of Florida are coming to school!
They enter its portals of learning each year
. . . brave, afraid, independent, helpless,
strong, frail. . . from homes of opulence, homes
of privation, of squalor, of desperation, safe
homes, sound homes. . . from communities of
factories, of farms and groves and from thickly
populated towns."¹

Agriculture and phosphate mining are the major industries. The mining, refining and processing of phosphate gives employment to a large number of people at varying economic levels. These people and their families have the normal security of regular employment and enjoy fair housing facilities.

The chief agricultural activity is the growing and processing of citrus fruit. By processing, is meant the picking, hauling, grading, washing and packing of fresh fruit, as well

1. State Department of Education, A Guide to Improved Practice In Florida Elementary Schools, p. 26.

CHAPTER III

SIGNIFICANCE OF SOCIO-ECONOMIC AND ENVIRONMENTAL CONDITIONS

Volok County, located in central Florida, is a large diversified local unit of Government. Its varied industries produce a diversified type of economy. In this county, the wealthiest agricultural county in the United States, and one of the largest in area in Florida, is found the contrast in economic conditions typical of the State.

"The children of Florida are coming to school! They enter the portals of learning every year . . . brave, strong, independent, self-reliant, strong, frail . . . from homes of opulence, homes of privation, of struggle, of deprivation, a few homes, sound homes . . . that are the best of the nation, of home and ground and their children, populated towns."

Agriculture and phosphate mining are the major industries. The mining, refining and processing of phosphate is an important part of a large number of people at various levels. These people and the land they work on are the backbone of the State. No other employment can enjoy such a high position.

The other important industry is the manufacturing of citrus fruit. It is one of the most important industries in the State, and the people who work in it are the backbone of the State. The citrus industry is one of the most important industries in the State, and the people who work in it are the backbone of the State.

as the canning and packing of fresh fruit and juice. These activities employ many men and women.

The citrus industry, being seasonal, attracts a large number of migratory workers, with the attendant social evils. Other agricultural activities are the raising of beef cattle, dairying, poultry farming, and the growing of winter vegetables and strawberries. These are usually self contained and the income varies according to the capital invested, Management and the hazards of climate.

In the country and especially in the citrus centers, good housing and other social benefits for the employees, have not kept pace with the growth of industry, and the population.

From these people, handicapped by the lack of security of employment, medical care, workmen's compensation, unemployment benefits and liveable housing come numbers of exceptional children. Another factor disturbing to the homes, and not generally recognized, is the employment of the women, the mothers of families. A woman working in a packing house or cannery adds to the income of the family, but has time for little more than food and clothing for her family. The early training and education of the children is of necessity neglected.

Some conditions common to the exceptional child are: distractability, to the point of complete lack of attention; insecurity, giving rise to anxiety, and from the nutritional standpoint, an inadequate diet. Physical and environmental handicaps are apparent. Speech difficulties, poor hearing, anemia, evidence

as the canning and packing of fresh fruit and juice. These activities employ many men and women.

The citrus industry, being seasonal, attracts a large number of migratory workers, with the attendant social evils. Other agricultural activities and the raising of beef cattle, dairying, poultry raising, and the growing of winter vegetables and strawberries. These are usually well contained and the income varies according to the capital invested, the season, and the hazards of climate.

In the country and especially in the citrus centers, good housing and other social benefits for the employees, have not kept pace with the growth of industry, and the condition from these people, handicapped by the lack of security of employment, medical care, recreation, unemployment, life and livable wages, some number of unemployed children.

Another factor in the low wages, and not generally recognized, is the employment of the women, who are paid less than men in a factory, house or other establishment. The income of the family, which is the basis for the standard of living, is reduced. The employment of women in the home is also a factor in the reduction of the standard of living.

Some conditions common to the employment of women in the factory, to the point of complete lack of protection; and security, which is to be expected. The employment of women in the home, in the case of the family, is also a factor in the reduction of the standard of living. The employment of women in the home is also a factor in the reduction of the standard of living.

of hookworm infection, heart murmurs, impetigo skin eruptions, dirty scalp and clothing, and conditions of low vitality, are evidences of some of the conditions to be met.

When a search is made for information relative to exact factors concerning environment and economic status in relation to intelligence and aptitude, differences of opinion are found to exist among the authorities.

It would be presumptuous to assume that the influences of the factors enumerated in the previous paragraphs are the entire cause of mental and educational retardation. Time has proved that heredity cannot be considered as the major determining factor in mental development.

No one seems to doubt the advantage of a good heredity, but since a good heredity usually carries with it a good environment, it is difficult to determine where one ceases and the other begins.

Heredity cannot be overlooked. There is a great resemblance between parents and children. Though the parents contribute the early environment of the child, it is not possible to determine the part that is played by either environment or heredity. That there are any traits which seem to be characteristic of certain families does not prove much, since children placed in foster homes often resemble their foster parents more than they resemble their blood parents, both as to traits and abilities.²

2. S. C. Garrison and K. C. Garrison, The Psychology of Elementary School Subjects, pp. 16-41.

Many authorities have found a very decided correlation between place of birth and outstanding abilities and their conclusion seemed to be in favor of the strength of environment.³

It is still true that all children, who are born into the best homes possible, and have what seems to be a good heredity, do not develop into the most intelligent children in the schools. Conversely, all children who are born into a seemingly deadening environment, and with doubtful heredity, do not show mental retardation. Consequently, it is not possible to make a general statement to cover all cases; however, it is evident that where there are poor home conditions, marginal subsistence levels, and cultural disadvantages, more children are found who have failed to show normal mental development.

The factor of nonreadiness, both socially and educationally is one that concerns teachers and administrators alike. There seems to be a poorer reading level, together with more difficulty in learning skills in limited cultural areas, even in children where the mental ability is considered normal.

3. Charles E. Skinner, Educational Psychology, pp. 413-414.

Many authorities have found a very decided correlation between place of birth and outstanding abilities and their conclusion seemed to be in favor of the strength of environment.³

It is still true that all children, who are born into the best homes possible, and have that seems to be a good heredity, do not develop into the most intelligent children in the schools. Conversely, all children who are born into a seemingly lessening environment, and with doubtful heredity, do not show mental retardation. Consequently, it is not possible to make a general statement to cover all cases; however, it is evident that where there are poor home conditions, mental retardation levels, and cultural disadvantages, children are found who have failed to show normal mental development.

The factor of heredity, both socially and educationally is one that concerns teachers and administrators alike. There seems to be a poorer mental level, to return to the point, in learning skills in the cultural areas, even in children where the ability is considered normal.

3. Charles E. Skinner, Educational Psychology, pp. 17-18.

CHAPTER IV

NECESSARY EVALUATION

Heck says that persons interested in a program of special education must not expect other educational workers to make the necessary defenses for them, in regards to cost and administration of the program, but must attend to these matters themselves.¹

In all new programs it is necessary to decide upon the value that is hoped for, from the use of new methods and materials. Since the program of special education is new in Polk County, this evaluation is necessary at the present time. Only when this program of special education has become traditional through long establishment, as is the Florida State program for the deaf and blind, will the education of the mentally retarded--those children slow in learning--be accepted by the general public. So long as there remains a doubt in the public's mind as to monetary worth of this education, it will be necessary to interpret the program in terms of material and environmental values.

In an age when, "the survival of the fittest" is no longer operative in a civilized, democratic society in many areas of life, this biological law still appears to be enforced to a

1. Heck, op. cit., p. 324.

CHAPTER IV

NECESSARY EVALUATION

Heck says that persons interested in a program of special education must not expect other education workers to make the necessary defense for them. It is their duty and administration of the program, but must attend to these matters themselves.¹

In all new work it is necessary to begin with the value that is hoped for, from the use of new methods and materials. Since the program of special education is new in Polk County, this evaluation is necessary at the very start. Only when this program of special education becomes well established through long and efficient, can it be judged as a program for the deaf and blind, with the educational program for the hearing-blind--those children who are mentally retarded--those children who are hearing-impaired. It is the general public. So far as this hearing-impaired is the public's mind as to hearing, deafness, blindness, it will be necessary to interpret the program in terms of hearing and environmental factors.

In an age when, "the survival of the fittest" is no longer operative in a civilized, democratic society, in fact, in life, this biological law still operates in the human race.

1. Heck, op. cit., p. 324.

greater or less degree in the schools of our nation.²

In proof of the foregoing, it is only necessary to interview some of the educational casualties of the last decade. They may be found in many areas. Industry, agriculture, the United States Navy, Army and Marine Corps, absorb a share of the young people who failed to complete their education. The schools should develop a program that will keep these young people in school longer, with profit to their future development.

When young people are questioned as to their failure to complete their education, they do not place the difficulty in any particular area. They say that they just couldn't get interested in education sufficiently to continue in classes. Economic pressure is another reason frequently advanced.³ Young people who have abandoned their educational plans, often say that there was no program developed in their schools in which they could achieve success.

Education for the exceptional child is based on consideration of rights and not on considerations of charity or benevolence.⁴

It may be permissible to compare the exceptional children of our nation to the minorities which we have heard discussed

2. John T. Wahlquist, Philosophy of American Education, p. 3.

3. Arthur O. Jones, Principles of Guidance, p. 121.

4. Skinner, op. cit., p. 626.

greater or less degree in the schools of our nation.

In proof of the foregoing, it is only necessary to refer to some of the educational casualties of the last decade. They may be found in many areas. Industry, agriculture, the United States Navy, Army and Marine Corps, about a third of the young people who failed to complete their education. The schools should develop a program that will reach these young people in school longer, with grants to their future development.

When young people are questioned as to their failure to complete their education, they do not place the blame on any particular area. They say that they are not interested in education sufficiently to continue in school. Economic pressure is a factor in the hands of many. Young people are not in the position of being able to often get a job that would pay more than the school in which they are now enrolled.

Education for the individual is a matter of consideration of right and not on social or other grounds.

It is not permissible to keep a man or woman from the education to which he or she is entitled.

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1. Arthur C. Jensen, "Educational Inequality", 1955.
 2. John F. Kennedy, "Philosophy of Education", 1955.
 3. William O. Douglas, "The Right to Education", 1955.

so much in the last decade. The fact seems well established that in nations where the rights of minorities are not safeguarded and protected, it is but a short step to the neglect and abuse of other groups. This is as true in the field of education as in other areas.⁵

Many interests can be assured that when these children, exceptional on the negative side are cared for in special classes, that the interests of the mentally superior or gifted groups will be safeguarded. Those who would see vocational training, shop, agriculture, and kindergarten classes established are more likely to see their ambitions in special education realized, when the interests of the minorities are safeguarded.⁶

5. Edward A. Ross, New Age Sociology, pp. 445-446.

6. Baker, op. cit., p. 462.

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2. Edward A. Ross. New Era Socialism, pp. 145-146.
6. Parker, O., cit., p. 432.

CHAPTER V

VALUE OF THE TESTING PROGRAM FOR EXCEPTIONAL CHILDREN

The value of any testing program is measured by the uses of the numerous tests. The testing program is valuable only if the interpretation of the resulting data gives real information. If the scores obtained are to be reliable and valid, particular attention must be given to the directions for administering and scoring the tests. The individual, who administers the standard test must realize that time limits set by the makers of the test, determine the validity of the result. The failure to observe time limits, possibly is the flaw of much group testing done in the schools.

The Revised Beta Test,¹ which was used in Polk County, was found to be easy to administer. Careful attention should be given to directions for testing and methods of scoring. The results were correlated with the results of tests given by professional psychologists. In a few isolated cases, the results differed.

Some former group intelligence tests which had been administered in the Schools of Polk County, had depended upon the individual's ability to read the material presented. Some

1. The Revised Beta Test may be obtained from The Psychological Corporation, 522 Fifth Avenue, New York 18, New York.

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The Revised Beta Test, which was used in Bell County, was found to be easy to administer. Careful attention should be given to directions for testing and method of scoring. The results were compared with the results of the other by professional psychologists. In a few isolated cases, the results differed.

For former group intelligence tests which had been administered in the schools of Bell County, had been found that the individual's ability to read and write were not.

1. The Revised Beta Test may be obtained from the Psychological Corporation, 135 Fifth Avenue, New York 17, New York.

children, because of physical or other handicaps, score unnecessarily low in a test where reading ability is necessary.

Any deviation from what was considered normal for a child, was sufficient reason for having him tested. Many children were sent for tests by the classroom teacher.

The testing program showed some children of normal intelligence to be in need of remedial work, and not special education. Special attention to these children enabled them to fit into the regular school program.

A child who was found to be lower than seventy five in I. Q. was sent to the psychologist for retesting.

An especially valuable feature of the work done by the consulting psychologists was the performance test of the children. This gave better results than other tests which had been used. Several children made a better showing on the tests administered in this manner, than had been thought possible for them.

Everyone must realize that a test is a comparison of one person with another. One child is more or less intelligent than another.²

The testing program was of value, since it gave the most nearly accurate picture of the children tested. It placed pupils where they could develop to the best advantage. This consisted of groups where similar ability was a factor in placement.

2. Wayland F. Vaughn, General Psychology, p. 544.

children, because of physical or other handicaps, some are necessarily low in a test where reading ability is necessary. Any deviation from what was considered normal for a child, was sufficient reason for having him tested. Many children were sent for tests by the classroom teacher.

The testing program showed some children a marked intelligence to be in need of remedial work, and not a few others. Special attention to the children included them to fit into the regular school program.

A child who was found to be lower than seventy five in I. Q. was sent to the psychologist for retesting.

An especially valuable feature of the work of the consulting psychologists was the information sent to the child-teacher. This gave both a teacher and a child a better understanding of the child's level of ability. The child's level of ability was also a factor in the child's placement in the classroom.

Every one that reached the level of a child was sent to the person with authority, for a child is not an individual in itself.

The testing program was of value, since it gave the child a better understanding of his own level of ability. The child's level of ability was also a factor in the child's placement in the classroom.

2. Reading, Writing, Arithmetic, etc.

CHAPTER VI

VALUE OF HEALTH PROGRAM FOR EXCEPTIONAL CHILDREN

A medical examination of children, who were found to be candidates for special education, is a mandatory rule of the Florida State Department of Education.

Polk County was especially fortunate in having the services of the County Health Unit. Dr. Edwin G. Riley, physician in charge of the unit, made the physical examinations of the exceptional children. Services of the unit were used in full, and a typewritten report was made of each child so examined. This report listed the defects in each child's case, and made recommendations for correction. These reports were filed with the child's record and a summary was sent to each parent, listing the defects discovered in the children, and requesting that these defects be corrected.

It was suggested to the parents of exceptional children, that family physicians make corrections and give treatments. In those cases where the parents and family physicians could not care for the children, the clinic of the health unit helped them. Many parents availed themselves of these opportunities.

The County school nurse and the school nurses in each area gave every possible assistance to the exceptional groups.

CHAPTER VI

VALUE OF HEALTH RECORDS

INTRODUCTION

A medical examination of children, who are found to be candidates for special education, is a story, while of the Florida State Department of Education.

John County has conducted its program in the following manner:

Since of the County Health Unit, Dr. H. H. Smith, physician in charge of a unit, when the physical examinations of the exceptional children, "Service of the State" are made in this, and a typewritten report was made of each child to

examined. This report listed the doctor's name, age, sex, made recommendation for correction. These reports were filed with the child's record in the health unit, each child, listing the doctor's name, in the children's and results of the physical examination.

It was expected that the records would be of value in

that the child's physical condition would be of value in the health unit.

In those cases where the child's condition was of value in the health unit, the child's condition was of value in the health unit.

The County Health Unit has been of value in the health unit.

It is every possible assistance to the child's health.

Teachers of exceptional groups were glad to have this valuable service.

Other interested groups, not heretofore mentioned, were the various service clubs and womens' organizations. These organizations provided funds for medical and dental treatment, that were not otherwise available.

The Lion's Clubs of the various communities, in cooperation with the Florida Council for the Blind, worked diligently for the sorely needed correction of eye difficulties and purchased glasses for children whose parents were unable to secure them without aid.

Where parents were inclined to postpone needed physical corrections for their children and where they failed to keep appointments that were made for them, they were urged by the special teachers and by school and county nurses, to attend to these matters immediately.

Conferences were held with parents, to help them to understand that health and nutritional difficulties produce poor school work and often, bad behavior. Parents were advised that physical causes, temper tantrums and other malbehavior should be corrected before punishment is administered to a child. It is true that the parents are tried by the heedlessness and forgetfulness of rules of conduct by the exceptional child, and that they need help to realize that other remedies are usually more satisfactory than punishment.

Teachers of exceptional groups were also to have this training service.

Other interested groups, not previously mentioned, were the various police clubs and organizations. These organizations provided funds for relief of dental treatment, that were not otherwise available.

acquire their nation's citizenship.

There were no other persons present at the time of the meeting. The only person present at the time of the meeting was the person who was present at the time of the meeting.

Dental defects were found in almost all of the children in the exceptional groups. This is not strange since the entire school population of Polk County has a higher incidence of dental defects than average school groups. This is in accordance with a special report for the school year, 1947-1948.¹ Some dental work was done among the exceptional children, but there is much more work needed to remove this health hazard from the group.

Many of the exceptional children were found to have persistent colds throughout the school year. These conditions were complicated by bad tonsils and adenoids. Because of these and other conditions these children failed to gain weight and showed symptoms of undernourishment.

In those cases where tonsils and adenoids were removed, and other corrections made, improvement in physical and mental health were noted. The improvement is marked in these children who at last have had removed obstructions which have damaged their educational and physical development.

As a part of the program for the health improvement of the children in the special classes, supplementary lunches were served. The lunches consisted of orange juice and crackers. In some instances of extreme malnutrition, milk was provided. The orange juice is provided for the lunchrooms through the Florida State Welfare board, by the purchases of the United

1. Dr. Edwin G. Riley, Special Report on Dental Health, Polk County Health Department, a talk to Eloise Parent Teachers Association.

States Department of Agriculture. Orange juice is helpful in cases of malnutrition and anemia; it provides vitamin "C" and is a relief to "hidden hunger."² It gives a tired child more energy to take him through a long morning of school activities.

Skin eruptions, such as impetigo, were found and treatment by school nurses to children in special groups was given. Some minor cases cleared up with removal of other factors and with better nutrition.

In the teaching of health, cleanliness of person, clothes, and surroundings for the home and school were stressed. The exceptional children are fairly responsive to health instruction, as they are to any program that can be stressed frequently. Health teaching is repeated daily and is a valuable part of the school program. That the teaching of health and cleanliness was accepted and practiced became apparent with the number of clean faces and freshly laundered clothes. These were more in evidence each day as the program operated through the school year.

The value of the health program can be weighed by the health improvement of the exceptional group. Much of this could not have been accomplished without the aid of special physical and psychological examinations. Because of the health program, education of the exceptional children was more effective.

2. Dr. Walter Wilkins and French Boyd, "Nutrition for You," contribution to National Nutrition Program, p. 6.

CHAPTER VII

VALUE OF SPECIAL CLASSES

Under the program of special education, the classroom reserved for exceptional children are as large as possible, and are not overcrowded with furniture. Since fifteen children is the limit for a special class, it is possible to move furniture and other fixtures in order to form small groups to play games and perform calisthenics.

This is a great advantage, for children of this type are easily distracted and cannot be kept attentive to any activity for many minutes at a time.

The first six weeks after the children were placed in the special classes was an exploratory period for both pupils and teachers. This allowed the teacher to revise her plan of work, in line with hoped-for objectives. Many times the plan of work had to be modified in order to meet the needs of the pupils. Often the result fell below the result expected by the teacher and the time consumed was far more than that originally allotted to a given activity.

The children in the special classes were not given material with which they were vaguely familiar but couldn't read, but were given new and interesting materials with which to work, and easy books were placed in their hands.

CHAPTER VII

VALUE OF SPECIAL CLASSES

Under the program of special education, the classroom reserved for exceptional children was as large as possible, and was not overcrowded with furniture. Since fifteen children in the limit for a special class, it is desirable to have furniture and other fixtures in order to form small groups to play games and perform exercises. This is a great advantage, the children of this type are easily distracted and cannot be kept attentive to an activity for many minutes at a time.

The first six weeks after the children were in school the special classes had an afternoon recess for play and teachers. This allowed the children to receive their plan of work, in line with individual objectives. Many times the plan of work had to be modified in order to meet the needs of the pupils. Often the results of the work were noted by the teacher and the children were given that originally allotted to them. The children in the special classes were given some variety of material for individual work, but were given new and interesting material in the form of work, and copy books were given to them.

A child must experience some sense of security and feeling of success if he is to acquire any education worthwhile.

"Security is present when the child feels that regardless of attainment he is still accepted as a member of the group. He rests in the knowledge that he is established in the scheme of life. . . Opportunities for achievement within the level of the learner will give self confidence to him. Recognition of his achievement will satisfy the desire to build an acceptable status."¹

1. State Department of Education, A Guide to Improved Practice in Florida Elementary Schools, p. 43.

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CHAPTER VIII

EVALUATION OF PROGRAM FOR EXCEPTIONAL CHILDREN AS DETERMINED BY INTERVIEWS

Parents of exceptional children were interviewed. These parents were not asked what they thought of the program, as their personal reaction was not the important point, but rather the information that such a program was under way, and of the effect it had had on their children.

When parents were asked how the new program had affected their children they were quick to express their pleasure in the consideration of the child and his problems. They doubt the continuance of the program, for they do not believe that funds will be allocated for the education of those who learn so little. But these people say that the long years of neglect of this group have saved funds that might be used now.

The State of Florida would do well to consider the parents of exceptional children, who feel that their children have not had their share of education. Bad public relations result in cases where parents, even though a small minority, are dissatisfied with the program of state education.¹

Parents were given hope when President Hoover called the White House Conference in Washington, D. C., in the year 1932.

1. Baker, op. cit., p. 463.

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WINTER IN CHINA

of the effect it had had on their children.

[illegible]

White House Conference on Education, D. C., in the year 1954.

THE UNIVERSITY OF CHICAGO

This conference formulated the children's Charter and pledged itself to the goals of this charter. Some of the articles have definite significance for parents of exceptional children. For Example, Article IV,

"For every child, full preparation for his birth, his Mother receiving pre-natal, natal, and post-natal care, and the establishment of such measures as will make child bearing safer."²

This is especially significant since many of the exceptional children are victims of birth injuries.

Article X carries implications for every exceptional child:

"For every child an education, which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepare him a life which will yield him the maximum of satisfaction."³

Article XIII is directly and pointedly applicable:

"For every child who is blind, deaf, crippled or otherwise physically handicapped and for the child who is mentally deficient, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society, rather than a liability. Expenses of these services shall be borne publicly where they cannot be privately met."⁴

Classroom teachers have said that both they and the normal children benefitted greatly by the removal of the exceptional

2. White House Conference, The Children's Charter, pp. 45-46.

3. Loc. cit.

4. Loc. cit.

This conference formulated the children's Charter and adopted
itself to the goals of this Charter. Some of the articles
have definite significance for parents of exceptional chil-
dren. For Example, Article IV,

"For every child, full preparation for his birth,
his health, receiving pre-natal, natal, and post-
natal care, and the establishment of such neces-
sities as will insure child health and safety."

This is especially significant since many of the exceptional
children are victims of birth injuries.

Article X carries implications for every exceptional child:

child:

"For every child an education, which, through the
discovery and development of his individual
abilities, prepares him for life; and through
training and vocational guidance prepares him
for life which will insure him the maximum of
happiness."

Article XIII is directed to community organizations:

"For every child who is blind, deaf, crippled, or
otherwise physically handicapped, the community
child who is mentally deficient, and the
child who is socially maladjusted, shall be
provided with the best possible care and training,
and the necessary steps shall be taken to
insure that he may become an active and useful
member of society. The community shall be
responsible for the care and training of these
children so that they may not be physically
handicapped."

Exception teachers have and shall have the right to
children benefits of parity with the majority of the exceptional

1. White House Conference on the Physically Handicapped, 1954

2. Loc. cit.

3. Loc. cit.

children. These children, who could have no happiness and success in class work, were a disturbing element in the classroom. Teachers thought one year was too short a time to complete the evaluation of the program but the improvement in the happiness of the child was favorable.

Supervisors reported that the feeling of progress in the exceptional children was valuable. One supervisor spoke favorably of the help the classroom teacher had received from the removal of the exceptional children from the classroom. None of the supervisors questioned felt that stigmatization had been a problem.⁵

One supervisor said that from an administrator's point of view, Polk County was not prepared to establish and administer the program. She said that sufficient equipment had not been planned for nor had a proper number of teachers received the special training necessary.

The expense of the program was discussed, this being one of the complications in the continuance of the classes in special education. The schools may go back to the practice of leaving this minority uneducated. The parents of these children, and their relatives and friends who see them neglected, will remark on the nonsense of schools, and will naturally vote against further taxation. The writer feels that it is not

5. Heck, op. cit., p. 344.

children. These children, who could have no language and
success in class work, were a disturbing element in the
classroom. Teachers thought one year was too short a time
to complete the evaluation of the program but the improve-
ment in the happiness of the child was favorable.

Superintendent reported that the feeling of the school in the
exceptional children was favorable. The children spoke
favorably of the help the classroom teacher had received from
the removal of the exceptional children from the classroom.
None of the superintendents questioned that the elimination
had been a problem.

The superintendent said that from an evaluation of the program
of new, little county was not very good. The children
minister the program. The children were not very good. The
not been planned for new. The children were not very good.
ceived to special children necessary.

The expense of the program was discussed. The children
of the children and in the general nature of the program in
special education. The children were not very good. The
of leaving this minority without help. The children were not
children, and their not very good. The children were not
will remain in the school and receive the same as the other
which together with the children were not very good.

L. Heck, Jr., M. Ed.

known how deeply the subject of educational opportunity for the exceptional child is tied in with the welfare of the general school program.

Another supervisor felt that the program meets a real need, and that the morale of the parents had been raised by the fact that some thing had been done for their children, but feared stigmatization for the children. This supervisor agreed as to the benefit to normal classrooms and their teachers. She also pointed out that beginning the program before the administrative staff was ready for it was a handicap.

One county superintendent was interviewed. This superintendent expressed satisfaction with the program. His great objection was the financing of the program for the coming school year. He said that excessive high cost made it very difficult.

The above superintendent feared the stigmatization of the children placed in the special classes. When his attention was called to the fact that stigmatization is a factor wherever the exceptional children are placed, he seemed not to have considered that possibility.⁶

The superintendent felt that the program fulfills a very real need, and that aid to the morale of the parents was valuable.

6. Heck, op. cit., p. 371.

known how deeply the subject of educational opportunity for the exceptional child is tied in with the welfare of the general school program.

Another supervisor or I felt that the program was of great need and that the morale of the parents had been raised by the fact that some thing had been done for their children, but feared a situation for the children. This supervisor seemed to be to the benefit to normal children and that to be sure, also pointed out that beginning the year in before the situation was ready for it was a handicap.

One county superintendent was interviewed. This superintendent expressed satisfaction with the program. His great objection was the timing of the program for the school year. He said that executive had said it was too difficult.

The above mentioned superintendent also stated that the children placed in the school of course, that the children were called to the school and that in a school when the exceptional children were placed, the normal children to have considerable responsibility.

The superintendent said that the program was a very good one, and that also to the morale of the normal children.

d. Book, on file, p. 17.

In weighing the opinions of individuals and groups, the parents of the children concerned were preponderant, in their favor of the program, and since they are more directly concerned their opinions are of value.

The regular teachers are next in favor of the program. They have long been aware of the need of special education, and have more understanding of the problems to be met. Their teaching is more satisfactory when exceptional children are removed from their regular groups.⁷

Principals interviewed were also in favor of the program but saw more of the difficulties in its development.

Administration has two problems: finance and the training of special teachers. Finance is no simple problem, but if enough information, as to the need of this education, is given to the public and if a demand is made for the democratic right of these children, the other problem should not be as difficult as finance. There are many teachers always ready to meet the challenge of a special problem and to spend their time and money for any special training required.

7. Baker, op. cit., p. 472.

In weighing the opinions of individuals and groups, the parents of the children concerned were preponderant in their favor of the program, and since they are more directly concerned their opinions are of value.

The regular teachers are not in favor of the program. They have been aware of the need of special education and have more understanding of the problem to be met. Their teaching is more satisfactory when educational children are removed from their regular groups.

Principals interviewed were also in favor of the program but saw more of the difficulties in its development. Administration has two problems: finance and the training

of special teachers. Finance is no simple problem, but in enough information, as to the need of this education, the administration and its demand for the removal of these children, the other problem should not be difficult to solve. There are very few people who are ready to meet the challenge of a special education problem which is a real money for any special training is needed.

CHAPTER IX

REPORTS OF QUESTIONNAIRES TO TEACHERS OF SPECIAL CLASSES

On June 3, 1949, a questionnaire was mailed to each teacher of a class of exceptional children in Polk County. This questionnaire was sent to ten teachers. Approximately one hundred eight children were involved. A letter accompanied each form, asking that the degree of improvement in measured behavior be reported. Teachers were assured that no personal information was being sought, and that no names would be given in reporting. When the questionnaires were returned, it was evident that each teacher had honestly and objectively tried to evaluate her work with the exceptional children.

Health

The health program was outstanding and was first on this questionnaire. In replying to this question, the teachers stated that fifty two children had shown marked improvement during the school year. Fifty one children showed some health improvement and five children showed no improvement.

Physical Education

Physical Education has value for the exceptional child as well as for the normal child. To the question measuring physical

CHAPTER III

REPORTS OF QUESTIONNAIRES TO TEACHERS OF SPECIAL CLASSES

On June 3, 1949, a questionnaire was mailed to each teacher of a class of exceptional children in Los Angeles. This questionnaire was sent to ten teachers. Approximately one hundred eight children were involved. A letter accompanied each form, asking that the degree of improvement in measured behavior be reported. Teachers were assured that no personal information was being sought, and that the results would be given in reporting. From the questionnaire returned, it was evident that each teacher had honestly and objectively tried to evaluate her child with the question: children.

Results

The results were as follows: The first group of children, consisting of ten children, showed marked improvement during the school year. Fifty-one children showed no improvement and five children showed no improvement.

Physical Education

Physical Education has value for the exceptional child as well as for the normal child. In the section on physical

education improvement, teachers reported that eighty five children showed definite improvement. Twenty two children made some progress and only one was reported to have made no progress whatever, in this area.

Reading Ability

Sixty nine children were reported as having made real improvement in reading ability during the year. Those reported as showing some improvement numbered twenty-eight. Only twelve were reported as making no improvement in reading ability.

Number Ability

This area is perhaps next to reading ability, and is a necessary skill for daily living. Seventy-three of the children in the special classes were reported as much improved in number ability. Twenty four children were reported as slightly improved and only ten as making no progress in number ability.

Attention

The ability to give attention is a very important factor in special education. Inability to give attention is a frequent reason for the lack of success of the child. Information from the questionnaire indicated marked growth in the attention habits of sixty-two children. Some improvement was listed for twenty-eight, and six children were reported to have made no progress.

Effort

Interest should also be included with effort, since there are those in authority who feel that the two phases are difficult of separation. Those children given as making much improvement in this area are given as sixty-two. Those children listed as making some improvement number thirty-five, and four children who made no progress were reported.

Ability to Follow Directions

Poor ability in following directions produces a need for special education. This ability is one of the hardest to acquire in all education, and with the exceptional child may well be impossible. Memory is a factor in the difficulty and since the exceptional child has a very short memory span, the ability to follow directions is an area of trouble.

Fifty-three children are listed as showing much improvement. Fifty-three are listed as showing some improvement and only two as showing no improvement.

Arts and Crafts

The area of arts and crafts has an important place, as it is through this work that manual skill is developed, as is also the ability to follow directions. Children are allowed freedom of expression here to a great extent and the activity should be one of enjoyment. Sixty children reported as definitely improving in arts and crafts, and forty-four are reported as having

Effort

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Art and Craft

The area of art and craft has an important place, as it is through this work that an child is best formed. The ability to follow directions. Child may be allowed freedom of expression here to a great extent and his creativity should be one of enjoyment. Sixty children reported a "fairly high" rating in art and craft, and forty-two are reported as "low".

shown some improvement. Two children are reported to have done nothing at all.

Handwriting

The teaching of handwriting has been linked with intelligence since handwriting is a tool subject. At this time, some investigations have definitely shown that poor handwriting accompanies other educational disabilities.

Thirty-five children were reported as showing much improvement in the area. Thirty-eight showed some improvement, and ten were listed as making no progress in writing.

Speech

The speech defects and difficulties of exceptional children are a source of embarrassment and emotional disturbance both to the pupils and to their parents. As it is a difficulty that a parent cannot fail to notice, the parents and children are extremely anxious to have speech difficulties corrected. These difficulties assume many forms and are caused by many factors. There is the child who is mute, the stutterer, and the child who speaks so brokenly that he cannot make his wants known. All these children can be helped as language develops and as maturity proceeds. Speech training was given by the teachers, since speech difficulties are not usually organic. Speech difficulties in exceptional children are perhaps the result of immaturity and lack of proper training.

Returns from the questionnaire listed forty-seven children

shown some improvement. Two children are reported to have done nothing at all.

Handwriting

The teaching of handwriting has been limited this winter since handwriting is a total subject. At this time, some investigations have definitely shown that poor handwriting accompanies other educational disabilities. Thirty-five children were reported as showing much improvement in the area. Thirty-eight showed some improvement, and ten were listed and making no progress in writing.

Speech

The speech defects and difficulties reported in 1941-42 were a source of concern. Speech defects are reported both to the pupils and to their parents. The report cannot be too definite. Some reports are children who extremely seldom to have speech defects. These difficulties are more than just a few. There is the child who is slow, the child who is slow, the child who speaks so frequently that he cannot be heard, the child who speaks so frequently that he cannot be heard. All these children can be helped and their development and as maturity proceeds. Speech training is given by the teachers, since speech difficulties are not usually a result of speech difficulties in education of children. The result of immaturity and lack of proper training. Returns from the questionnaires for 1941-42 show that

as making marked improvement in speech. Children making some improvement numbered forty-nine and those making no progress numbered ten.

Ability to Select Activity

This item is of particular importance. The child who is a "sitter" who will do nothing when he has finished the task assigned, is a problem in any group. Each child should be encouraged to select an activity as soon as he is through with his assigned task. This freedom of choice, and discouragement of idleness will stimulate ability to choose.

The number of children showing growth in this area were given as thirty-nine. Those children showing some growth numbered fifty-three, and those who made no improvement six.

Personal Appearance

Since the feeling of well being and assurance follow pride in personal appearance, this question was given place in the questionnaire.

Sixty-eight children made much improvement in personal appearance, according to the data given. Thirty-eight children are listed as having made some improvement, and two children made no improvement in the area of personal appearance.

Social Attitudes

By social attitudes is meant the ability of the child to make friends in class and to prove himself friendly and help-

as making marked improvement in speech. Children making
some improvement numbered forty-nine and those making no
progress numbered ten.

Ability to Select Activity

This item is of particular importance. The child who
is a "dither" who will do nothing when he has finished the
task assigned, is a problem in any group. The child should
be encouraged to select an activity as soon as he is through
with his assigned task. This freedom of choice, he has
conviction of children will stimulate child to choose.
The number of children making progress in this area was
given as thirty-nine. Those children showing some progress
numbered fifty-three, and those who were in no improvement
ten.

Personal Appearance

Since the feeling of self-worth and sense of self
value in personal appearance, which are also in the place
in the social life.

Thirty-one of children made improvement in this area
according to the list. Thirty-nine children made
progress in this area.

Children were no improvement in this area.

Social Activities

Of social activities in the school, of which there
were fifteen in all, in which children made progress.

ful on the playground and in the cafeteria. Manners and food habits and relations with classmates are areas of consideration. Fifty-six children are reported as having made definite improvement in this important field. Forty-two children are listed as making some improvement, and eight made no progress according to the reports.

Conclusions

The results of the above data speak for themselves, of the value of the program of special education in Polk County, in environmental values and rehabilitations of the children participating in the program.

The data are the result of the teachers' opinions, the estimate of a teacher on a child's progress in his school achievement record is recognized as valuable.

One teacher, in returning her questionnaire wrote that something should surely be done with the exceptional child before he reaches adolescence, since on reaching that age, habit patterns are hard to alter. This teacher said, and the writer agrees, that the program should begin with the children from seven to ten years.

An important fact in weighing these results is that the data were furnished by active teachers and is therefore valuable. Also, the questionnaire covered points essential in the development of the exceptional child.

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Conclusions

The results of the above data speak for themselves, of
the value of the program of special education in Topeka County,
in environmental values and rehabilitation of the children
participating in the program.

The data are the result of the teacher's opinion, the
estimate of a teacher on a child's progress in his school
achievement record as recorded in his file.

One teacher, in returning her questionnaire wrote that
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children from seven to ten years.

An important fact in weighing these results is that the
data were furnished by active teachers and is therefore
valuable. Also, the questionnaire covered points essential
in the development of the exceptional child.

The results of the questionnaire show degrees of improvement and the number of children in each division.

	Marked Improvement	Slight Improvement	No Improvement
Health	52	51	5
Physical Education	85	22	1
Reading Ability	69	28	12
Number Ability	73	24	10
Attention	62	28	6
Effort	62	35	4
Ability to Follow Directions	53	53	2
Arts and Crafts	60	44	2
Handwriting	35	38	10
Speech	47	49	10
Ability to Select Activity	39	53	6
Personal Appearance	68	38	2
Social Attitudes	46	42	8

These figures show that the program of special education was of benefit to the children participating.

The results of the questionnaire show degree of improvement and the number of children in each division.

No	Child	Method	Improvement
1	21	60	Health
2	22	65	Physical Education
3	27	69	Reading Ability
4	29	73	Number Ability
5	28	61	Attention
6	25	62	Effort
7	30	53	Ability to Follow Directions
8	18	60	Arts and Crafts
9	26	55	Handwriting
10	69	70	Speech
11	20	50	Ability to Select Activity
12	24	60	Personal Appearance
13	12	66	Social Interaction

These 13 cases show that the majority of children showed improvement in the children's activities.

CHAPTER X

RECOMMENDATIONS FOR EXPANSION OF THE PROGRAM

Upon the organization of a program for the teaching of exceptional children, classes may be established on a generalized basis--one class for the first six grades and another in junior high school. Retarded or exceptional children will probably never reach high school.

Expansion of the program will include speech correction or therapy, sight saving, and physically handicapped classes, or other necessary divisions of special education.

To make the program for the teaching of the exceptional children successful, the supervisor and administrator must be able to visualize the benefits of the program and have no doubts as to its ultimate success, or its inestimable value to the public.

All special services of the school program, such as health services, health education, guidance clinic, welfare and other aids should be available to the exceptional children's classes.¹

Wherever it is possible, the service of the music and art departments should be available to the exceptional classes. It is believed that participation in physical education may give these children a sense of belonging to the regular school program.

1. Baker, op. cit., p. 469.

THEORY OF THE
FOR
EXAMINATION OF THE

It is believed that vocational training in physical education can give these children a sense of belonging to the sports world.

There should be a testing program, with each child given a complete individual test, and later a complete test by a trained psychologist. No effort should be spared to obtain complete information about the exceptional child. Pre-school information should be secured, and this should be placed in the individual record of the child which is kept by the teacher.

As has been said before, adequate room and facilities for teaching should be provided for the classes in special education.

Transportation is often a difficulty faced by administrators. The smaller schools have not enough children of this type to form their own classes, and it becomes necessary to transport them to other locations. Transportation to central locations, with regular schedules and lunchroom facilities, and with every security for the children should be the prime consideration in special education.

Both the public and members of the teaching profession need education as to the need of this program for special education. The teacher who accepts the responsibility for the instruction of the special class should have the proper training and philosophy.² The teacher training institutions in Florida should at once equip themselves for this type of training and be able to certify those teachers who have made this preparation.

2. Loc. cit.

Expanding the special education program to include children who are educationally retarded by two or more grades would increase the benefit derived from this work to a great degree.

The problems of the truant and the delinquent, perhaps already included in the socially maladjusted group, are closely connected with those of the mentally retarded.

The writer feels that an institution should be created and developed to care for the socially maladjusted cases which are beyond the scope of the public school. In cases of truancy, where the parent cannot or will not control the child, such a child should be placed in such an institution. There is at present, no such institution available in this area. The state school is the only alternative, and a child cannot be placed in this institution until he is twelve years of age, regardless of maladjustment or any other difficulty which he may have developed.

The state school is not desirable in such cases, because a child who is not a criminal should not be in association with those who are criminals. An institution set up under the department of education and connected also with the welfare department could also take care of children who are to be sent to the state school for the first time. There is a definite need in Florida for several institutions of this type, and the sooner such institutions are established, the better it will be for the correction of truancy and delinquency.

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The writer feels that an institution as will be created and developed to care for the socially maladjusted cases which are beyond the scope of the public school. In cases of truancy, where the parent cannot or will not control the child, such a child should be placed in such an institution. At the present, no such institution exists in this state. The state school is the only alternative, and a child cannot be placed in this institution until he is twelve years of age, regardless of his adjustment or any other characteristics he may have developed.

The state school is now described as a school for the child who is not a criminal and who is not a delinquent. These are the children in the institution under the present of education and correction. It is the writer's belief that some also the care of children who are to be sent to the state school for the first time. There is a definite need in Florida for even a institution of this type, as the state such institutions are established, the writer believes that the correction of truancy and delinquency.

Community Problems

There are many communities in which the parents do not provide real homes for the children, because working conditions make real home life impossible. Where there is no companionship in the home, together with lack of devotion and affection on the part of the parents, there can be no real control of the children. Cases have been discovered where parents admitted that they did not know the whereabouts of their primary children. They could not control them sufficiently to keep them in school. Such children become attendance problems early in their school life and because of the delay in law enforcement and the lack of a place of commitment, they are allowed to remain in the community and school environment, where they have a deadly influence on other children and groups. Many children would cause no trouble if freed from the influence of such companions, who run at large with no home restraint.

Education Preferred to Penal Institution

Any institution for children should be educational, rather than penal. A committee should be provided to review cases referred for admission. There could be a standing committee for this purpose; this same committee could remain in office for a number of years. The personnel of the committee could consist of a supervisor, a supervising principal, two building principals and two teachers. The committee should be so arranged

that elementary teachers and elementary principals would serve in cases involving elementary students, and secondary teachers and principals would serve for secondary students. A principal or a teacher should not serve on a case from his own school, and an alternate should be appointed for this purpose.

Such an institution could well serve as a center for several counties and the county superintendents should appoint the committees. It would be well if the committee members could be appointed with overlapping terms in order to have experienced members at all times, serving on the committee.

Such committees as suggested in the above paragraphs, would be advised by whatever guidance workers, psychologists, psychiatrists, social workers and visiting teachers available at the time in the areas.

"One of the greatest contributions of child guidance clinics to mental hygiene practice has been the bringing together of the professions of psychiatry, medicine, psychology, and social work, in an attack on problems of behavior."³

Summary of Recommendations

1. Classes for Exceptional Children should be classed according to grades.

2. Extensions of the program will include speech correction, sight saving, physically handicapped, music, arts and

3. L. F. Shaffer, The Psychology of Adjustment, p. 440.

that elementary teachers and elementary principals would serve in cases involving elementary students, and secondary teachers and principals could serve for secondary students. A principal or a teacher should not serve on a case from his own school, and an alternate should be appointed for this purpose.

Such an institution could well serve as a model for several counties and the county executive and county board the committee. It would be well in the committee members could be appointed with oversight - town in order to have experienced persons at all times, serving on the committee. From a wide area of suggestion in the town, university, would be advised by whatever, technical, psychological, psychiatric, social workers and similar persons within at this in the area.

"One of the first contributions of this group
leave similar to school. The group has been
the group in the past, and the group has been
the group in the past, and the group has been
the group in the past, and the group has been
the group in the past, and the group has been

Summary of Recommendations

1. The committee should be organized to provide a model for several counties and the county executive and county board the committee.
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crafts, and other needed divisions of classes for the exceptional child.

3. Specialized services would be available to all exceptional children.

4. Transportation to central locations with lunchroom facilities and every security should be considered.

5. A testing program is necessary before placing an exceptional child in a special class.

6. An institution is necessary to care for the maladjusted or truant child.

7. Education is much preferred to penal care.

8. A committee could judge the proper management and care of truant cases.

9. This committee could be central for several counties.

create, and other needed divisions of classes for the exceptional child.

3. Specialized services would be available to all ex-

ceptional children.

4. Transportation to central location with luncheon

facilities and every security should be considered.

5. A testing program is necessary before placing in ex-

ceptional child in a special class.

6. An institution is necessary to care for the child-

trated or truant child.

7. Education is most preferred for child in care.

8. A committee could be formed to study the problem and

to report to the board.

9. This committee could be formed to study the problem and

CHAPTER XI

SUMMARY OF CHAPTERS

Chapter I contains the Setting of the Problem and literature related thereto.

Chapter II includes an evaluation of the program for exceptional children.

I. Organization

- A. Planned by administrators and teachers
- B. Children's school records were used as basis of selections.
- C. These children were tested by trained psychologists
- D. A supervisor and ten teachers were employed to care for ten groups that were organized.

Chapter III - Significance of Socio-Economic and Environmental Conditions.

I. Seasonal industry caused poor environmental conditions.

- A. Insecurity
- B. Inadequate medical care
- C. Inadequate housing
- D. Employment of the women of the family.

II. Poor Heredity is apparently present.

III. Poor environment, heredity and training, singly and together produce exceptional children.

CHAPTER VI

SUMMARY OF CHAPTERS

Chapter I contains the setting of the Problem and literature related thereto.

Chapter II includes an evaluation of the program for exceptional children.

I. Organization

- A. Planned by administrators and teachers
- B. Children's school records were used as basis of selection.
- C. These children were tested by trained psychologists.
- D. A supervisor and ten teachers were employed to carry out the program that was outlined.

Chapter III - Description of Social-Emotional and Physical

General Conditions.

- I. Research history covered from experimental conditions to present.
 1. Introduction
 2. Freud's theory of the mind
 3. Experimental findings
 4. Importance of the work of Freud
- II. Freud's theory is summarized.
- III. Social environment, heredity, and its influence on the child are discussed.

Chapter IV - Necessary Evaluation

- I. Faulty educational program shown by incomplete schooling.
- II. Exceptional child has a basic right of education.
- III. Removal of exceptional children is favorable to development of normal groups.

Chapter V - Value of Testing Program for Exceptional Children.

- I. Beta tests used were easily handled.
- II. These tests were followed by testing from trained psychologists.
- III. These tests enabled administrators to satisfactorily place exceptional children.

Chapter VI - Value of Health Program for Exceptional Children.

- I. Medical examinations were given.
- II. Physical corrections were made.
- III. Lunches provided.
- IV. Health habits were taught.
- V. Health improvement made the education of exceptional children more effective.

Chapter VII - Value of Special Classes

- I. Parents were pleased by educational opportunity given their children.
- II. White House Conference gave a statement of children's rights.
- III. Classroom teachers found normal school rooms improved and signs of improvement in exceptional children.

Chapter IV -- Necessary Evaluation

- I. Family educational program shown by incomplete schooling.
- II. Exceptional child has a basic right of education.
- III. Removal of exceptional children is favorable to development of normal groups.

Chapter V -- Value of Testing for Exceptional

Children.

- I. Tests that are used are easily interpreted.
- II. These tests were followed by testing from training psychologists.
- III. These tests enabled children to be placed in the right group.

Chapter VI -- Value of Health for the Exceptional

Children.

- I. Medical examination of children.
- II. Physical examination of children.
- III. Mental examination of children.
- IV. Health records were kept.
- V. Health records were used in the selection of children for the classroom.

Chapter VII -- Value of Social Training

- I. Children were placed in social training groups.
- II. These groups were supervised by trained teachers.
- III. These groups were held in the school building.
- IV. These groups were held in the community.

IV. Supervisors found:

- A. General school situation benefitted
- B. Morale of parents raised.

V. County superintendent:

- A. High cost of program a problem
- B. Program beneficial

VI. Needed for the development of the program:

- A. Better financing
- B. More teacher training.

Chapter VIII - Evaluation of Program for Exceptional Children as Determined by Interviews

- I. Parents of the children express appreciation of the consideration given their children, but feared that the cost of the program might hinder its continuation.
- II. White House Conference of 1932 gave a statement of the rights of the children.
- III. Classroom teachers found the school rooms improved by the removal of disturbing element, and exceptional children show improvement.
- IV. Supervisors thought general school situation benefitted. They stated that more administrative preparation would have been preferable.
- V. Supervisors felt that morale of parents had been raised.
- VI. County Superintendent felt costs of the program a problem, but agreed that it was beneficial.
- VII. Better financing and more teacher training were given as needs for development.

- IV. Supervisors found:
- A. General school situation benefited
 - B. Morale of parents raised.
- V. County superintendent:
- A. High cost of program a problem
 - B. Program beneficial
- VI. Needed for the development of the program:
- A. Better financing
 - B. More teacher training.
- Chapter VIII - Evaluation of Program for Exceptional Children
- Given as determined by interview:
- I. Parents of the children are more cooperative in the consideration of their child's needs; it being that the cost of the program will be a factor in the decision.
 - II. Little more concern of the school as to the rights of the children.
 - III. Classroom teacher no longer the school person; improved by the removal of disturbing elements, and emotional children show improvement.
 - IV. Supervisors think that the school situation benefited. They feel that the administrative personnel will be more helpful.
 - V. Supervisors think that the school situation benefited.
 - VI. Parents are more cooperative in the school situation, but a great deal of work is still needed.
 - VII. Better financing is needed to carry out the program, but a great deal of work is still needed.

Chapter IX - Reports of Questionnaires to Teachers of Special Classes.

- I. Ten teachers answered the questionnaire showing that a majority of the exceptional children had improved in,
 - A. Health
 - B. Physical Education
 - C. Reading ability
 - D. Number ability
 - E. Attention
 - F. Effort
 - G. Ability to follow directions
 - H. Arts and crafts
 - I. Handwriting
 - J. Speech
 - K. Ability to select activity
 - L. Personal appearance
- II. Since these points are essential in the development of the child, the program of special education was valuable.

Chapter X - Recommendations for Expansion of the Program.

- I. Group the children according to grade.
- II. Extend the program to include,
 - A. Speech correction
 - B. Sight saving
 - C. Physical therapy
 - D. Music

Chapter IX - Reports of Questionnaires to Teachers of

Special Classes.

I. Ten teachers answered the questionnaire showing that a majority of the exceptional children had improved in,

- A. Health
- B. Physical Education
- C. Reading ability
- D. Writing ability
- E. Attention
- F. Effort
- G. Ability to follow directions
- H. Manners and civility
- I. Handwriting
- J. Speed
- K. Ability to select correctly
- L. Personal appearance

II. Since these results are essential in the development of the child, the program of special education was revised.

Chapter X - Recommendations for Expansion of the Program.

II. Group the children according to grade.

III. Extend the program to include,

- A. Speech correction
- B. Lip-reading
- C. Physical therapy
- D. Music

E. Art

F. Physical education with normal group

V. Transportation and lunchroom facilities

VI. Testing program before placement

VII. Institutional care made available

VIII. A general committee to judge management and care of exceptional children.

- I. And
- II. Physical education with normal group
- V. Transportation and lunchroom facilities
- VI. Testing program before placement
- VII. Institution of care made available
- VIII. A general committee to take charge of and care of exceptional children.

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A P P E N D I X

ABEJO PINO

CASE HISTORY FACTS¹

(Information needed prior to individual psychological examination)

I. Introduction.

It is the purpose of the case history to convey pertinent facts about the child who is in need of help. These facts may be secured by a teacher or special education, county supervisor, school nurse, or other qualified person. These data are necessary to give a better understanding of the child and are useful in planning for the future development of the child.

II. Source of Referral:

1. Who referred: A child may be referred by a teacher, parent, or agency.

2. Reason for referral: State briefly why the child requires special attention at the time. Has he failed to make progress in school because of physical, social, or mental development?

III. Personal History:

1. Developmental

- a. Birth: birth date and place. Give mother's name. Give mother's health during pregnancy and the character of the delivery. (normal, instrumental, etc.).
- b. Post natal factors: Describe early and subsequent feeding history, particularly if at all unusual. Tell the age the child first started to walk and talk. Were there any unusual behavior problems connected with the child's

6

1. This outline was prepared by Dr. Hugh L. Waskom, Director, Psychological Clinic, Florida State University, Tallahassee, Florida.

CHILD HISTORY FACTS

(Information needed prior to individual psychological examination)

I. Introduction.

It is the purpose of the case history to convey pertinent facts about the child who is in need of help. These facts may be secured by a teacher or special education, nursing supervision, school nurse, or other qualified person. These facts are necessary to give a better understanding of the child and are useful in planning for the future development of the child.

II. Source of Referral:

1. Who referred: A child may be referred by a teacher, parent, or agency.
2. Reason for referral: State briefly why the child is referred. Give special attention to the child's physical, mental, and social progress in school. (Age of child, sex, race, etc.)

Development?

III. Personal History:

1. Developmental

- a. Birth: Birth date, time, place, weight, length, etc. Give mother's health during pregnancy, character of the delivery, (normal, abnormal, etc.).
- b. Postnatal history: Describe early and later growth, feeding, sleeping, etc. Tell the child's development to walk and talk. Give dates of unusual features, milestones, etc. Give child's

development. If sleep disturbances have been present, tell the nature and frequency. Describe nervous habits such as tics, nail biting, thumb sucking, peculiarity of speech, masturbation.

- c. Early illness: Childhood diseases-unusual development such as ear infections, or conditions which follow illnesses that called for special medical attention. Describe any serious accidents the child may have had, and the effects of these.
- d. Report on current medical examination and recommendations: State present health and include report of any recent physical examination which has been given the child. Describe any disabilities or afflictions which he may have.

IV. Social History

I. Family: Describe the father's occupation and the family's present income. Does the mother work? Describe her job. Tell to what extent the family has been self-supporting. How far did the parents go in school? Describe briefly the economic, social and cultural background of each parent, giving the size of the families from which they came, if either parent is dead, tell how the family has managed since the death of the parent. What effect has the loss of this parent had upon the child's development? Does the family life appear to be congenial? If not, what is the source of the friction? Does the child seem to get along better with one parent or the other? If so, which one? Which parent has the most responsibility for discipline of the child? What type of discipline is most generally used? Describe the sibling relationships.

2. Home environment: How long has the family lived in the community? Describe the type of home. How does the home compare with others in the neighborhood?

3. Community: Describe the type of community (residential, factory, agriculture, etc.) Does the child have access to supervised recreational facilities? Are undesirable influences such as pool halls, taverns, etc. readily accessible?

V. School History:

Give age of entering school, number of schools attended, general level of performance, present grade, and whether the child has failed or skipped any grades. Tell of any special abilities or difficulties in school work. Is the child's behavior considered a problem in school? Describe. Tell the child's attitude towards school. Be sure to include information from previous teachers as well as current data.

VI. Miscellaneous:

Any item not referred to in other parts of the report should be mentioned here. Observations of teachers, impressions obtained from parents, friends, etc. If any previous recommendations have been made they should be recorded here.

3. Home environment: How long has the family lived in the community? Describe the type of home. How does the home compare with others in the neighborhood?

4. Community: Describe the type of community (residential, factory, agriculture, etc.). Does the child have access to supervised recreational facilities? Are undesirable influences such as pool halls, taverns, etc. readily accessible?

V. School History:

Give age of entrance to school, number of schools attended, general level of performance, present grade, in which the child has failed or dropped out of school. List any special abilities or difficulties in school work. Is the child's behavior considered a problem in school? Describe the child's attitude towards school. Is there any family history of previous behavior problems as well as current data.

VI. Miscellaneous:

Any other history of illness, hospitalization, surgery, should be mentioned here. Observations of behavior, personality, etc. should be noted here. Any other information that has been recorded here.





